



STUDENT WELLBEING AND ENGAGEMENT POLICY

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Noble Park Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

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POLICY

1. School profile

Noble Park Primary School services a residential area in South-Eastern Melbourne. The school was established in Buckley Street, Noble Park in 1911 and since then has undergone vast changes, socially and environmentally.

There are approximately 310 students enrolled. The school community members come from many different backgrounds, with more than 80% of students coming from Non-English Speaking backgrounds and 25% of students are from refugee backgrounds. The larger cohorts of NESB students come from Vietnam, Cambodia, Myanmar, Afghanistan and India. There are approximately 46 different language groups.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially. The personalised curriculum is delivered via a developmental approach (Kathy Walker), under the banner of Relational Learning. This mode of learning develops independence utilising Investigations F-2 and differentiated learning is facilitated through clinics and the students' Education Research Programs (an inquiry approach) in years 3-6. This ensures that the learning is at 'point of need' for each student, to support academic success and to develop social competencies and aesthetic awareness and skills. The Teaching and Learning Model forms the structure for all planning and learning is responsive to the changing needs of learners and the community. Physical and creative programs are also core parts of the curriculum.

There are specialist programs in the areas of PE, Music, Art, LOTE (AUSLAN), Stage Ready (dancing/drama) and Kitchen Garden. We also have the Tutor Learning Initiative in years 1-4. We employ a speech therapist, and a nurse as part of the student wellbeing team and a community liaison officer to strengthen connections with the community. We have targeted engagement programs including, Hands on Learning, Future Foundations, Kitchen Garden, Stage Ready and Enhanced Learning some of which have been modified or put on hold during remote learning periods.

2. School values, philosophy, and vision

Noble Park Primary School's *Statement of Values and School Philosophy* is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of Respect, Responsibility, Integrity, Optimism and Playfulness at every opportunity.

Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

3. Engagement strategies

Noble Park Primary School has developed a range of strategies to promote engagement, positive behaviour, and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (Learning House specific) and individual engagement strategies used by our school is included below:

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at Noble Park Primary School use the NPPS teaching and Learning Model to ensure an explicit, common and shared model of instruction to ensure that evidence-based, high-yield teaching practices are incorporated into all lessons
- teachers at Noble Park Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching

- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the Learning Houses, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including Home Group meetings. Students are also encouraged to speak with their teachers, PLC leaders, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross-age connections amongst students through school plays, athletics, music programs, concerts, activity days and peer support programs
- All students are welcome to self-refer to the Speech therapist, School Nurse, PLC Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students which include programs such as: Respectful Relationships, Safe Schools, Be Secure.
- programs, experiences, and excursions are developed to address issue specific behaviour
- opportunities exist for student inclusion (i.e., sports teams, Stage Ready groups, recess, and lunchtime activities)
- Foundation students are supported by our Buddy program

Targeted

- each Learning House has a PLC Leader, a senior teacher responsible for the Home Groups, who will monitor the health and wellbeing of students in their Learning House, and act as a point of contact for students who may need additional support
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and an SSG, and will be referred to Student Support Services for an Educational Needs Assessment
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, Home Group teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

Noble Park Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the Learning House or Home Room set up
- referring the student to:

- school-based wellbeing supports
- Student Support Services and other region-based supports
- Appropriate external supports such as council-based youth and family services, other allied health professionals, CASEA, headspace, child, and adolescent mental health services or Child First
- Lookout
- Re-engagement programs such as Navigator

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.
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4. Identifying students in need of support

Noble Park Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally, and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies for students identified as being in need of support, and to enhance student wellbeing Noble Park Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations documented in meeting minutes, emails and SENTRAL by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation

- express their ideas, feelings, and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's *Statement of Values*. Student bullying behaviour will be responded to consistently with Noble Park Primary School's *Bullying Prevention policy*.

When a student acts in breach of the behaviour standards of our school community, Noble Park Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline, and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- *warning a student that their behaviour is inappropriate*
- *teacher controlled consequences such as moving a student in a Learning House or other reasonable and proportionate responses to misbehaviour*
- *withdrawal of privileges/ Trust licence*
- *referral to the Wellbeing Team / L1*
- *restorative practices*
- *detentions/time outs*
- *behaviour reviews*
- *suspension*
- *expulsion*

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Noble Park Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited in our school and will not be used in any circumstance.

7. Engaging with families

Noble Park Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website and/or Parent portal
- maintaining an open, respectful line of communication between parents and staff, supported by our *Communicating with School Staff* policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

8. Evaluation

Noble Park Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school-based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

This policy will be communicated to our school community in the following ways

- Available publicly on our school's website and the SENTRAL Parent Portal
- Included in staff induction processes
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

Statement of Values and School Philosophy, Bullying Prevention and Child Safe Standards

REVIEW CYCLE

This policy was last updated on 25th March 2022.
